

## Personal, Social and Emotional Development

Moving on and settling in. Learning new routines. Getting to know one another and making friends. Following rules, routines and boundaries (Code of Conduct).

Give children a tray to put their own belongings in. Learning whole school value. Display photographs of key workers, so that when children arrive, their parents can show them who will be there to take care of them.

Share with children photographs of their activities, talking with them about what they did and how they felt. Discuss with staff and parents how each child responds to activities, adults and their peers (Parents' Evening and at Circle Time.)

Record individual achievements which reflect significant progress for every child.

## Mathematics

Rote count from 1. Recite numbers in the correct order 1-5-1-10 (Number groups and at register time count children in and how many are staying for lunch-reading bags.)

Record numbers on board. Sing counting songs and rhymes which help to develop children's understanding of number, such as 'Two Little Dickie Birds' and 'Five Currant Buns'.

Provide games and equipment that offer opportunities for counting, such as skittles. Offer a range of puzzles with large pieces and knobs or handles to support success in fitting shapes into spaces. Point out different shapes in the environment. Shape Hunt outdoors.

Patterns in the environment. Provide opportunities for children to measure time (sand timer-tidy up time-well-being time and beat the egg timer time).

## Understanding the World

Children to learn each other's names, e.g. through songs and rhymes and circle time. Look at ourselves in the mirror and each other-paint a picture. What makes us different? Who has the same colour of hair, eyes?

At circle time talk to children about their friends, their families, and why they are important.

Ask parents to send a family photo into nursery and display in the home corner. Talk to the children about their family when looking at their family picture.

Make a display of 'Then and Now'. Talk about how we have changed.

Investigate the natural world, for example, provide chimes, streamers, windmills and bubbles to investigate the effects of wind.

Provide safe equipment to play with such as, torches, remote control cars, iPad and talking envelopes.

## Physical Development

Develop children's fine and gross motor skills, this will be promoted through continuous provision and purposeful activities indoor and outdoor.

Teach fundamental skills through PE and outdoor play.

Provide activities at the Doodle table and outdoors to promote early mark making skills.

Encourage and develop independence in children's self-care.

Plan time outdoors for children to experiment with equipment and to practise learning the skills to ride a bike, climb up the steps to the slide and learn how to use the slide safely. Plan activities that involve moving and stopping in PE.

Plan time to sit with the children at the snack table to help them when they use a jug for pouring and opening their milk. Allow children to pour their own drinks and serve their own snack. Involve the children when preparing food for snack.

## Communication and Language

To further develop listening and attention, understanding and language skills at different times and places in class and with ETB.

Carpet rules – good sitting, good looking and good listening – particularly at key learning times.

Use of appropriate language, manners, turn taking etc,

Follow more complex directions/instruction

Talk for a specific purpose. Using appropriate vocabulary and extending vocabulary.

## Literacy

Phonics Phase 1

Reading stories and using pictures to talk about the characters and what is happening.

Adult to model writing whenever they can

Doodle table

Writing patterns and tracing

Opportunities to early mark make in different areas around the classroom and outdoors

Sing nursery rhymes (Visual nursery rhyme board and nursery rhyme challenge.)

Find picture and self- register and put photograph of themselves on feelings board.

# Marvellous Me and Autumn

## Expressive Arts and Design

Using a selection of given or self-chosen resources to create pictures and models in an imaginative way- painting- handprints footprints, collage, 3D modelling.

Introduce new skills and techniques and encourage children to apply previous skills to new situations.

Role play/home corner

Music area. Listen with children to a variety of sounds, talking about favourite sounds, songs and music.

Introduce children to language to describe sounds and rhythm, e.g., loud and soft, fast and slow.

**Class  
Nursery**

## Can you help?

**Talk about our topic and do own research – books, computers, visits.**